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ABSTRACT

This pamphlet presents a number of quotations showing that what is now called career education is an old idea, one that transcends time and today unites advocates of many creeds and cultures. Those quoted include Plato, Benjamin Franklin, Abraham Lincoln, Samuel Gompers Helen Keller, James B. Conant, Whitney Young, Jr., Margaret Mead, Shirley Chisholm, and S. I. Hayakawa. (MF)

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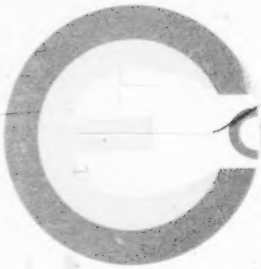

CAREER EDUCATION

Comments by

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INTRODUCTION

Addressing the young republic and its youthful population, Benjamin Franklin advised: *Hide not your talents; they for use were made. What's a sundial in the shade?*

Like Franklin, commentators through the ages have called on us to develop our talents and utilize our energies to the fullest, as individuals and as members of society.

Education has almost always been the recommended route to fulfillment in one's career and personal life. Yet for centuries this route was open only to the privileged few. Universal schooling, even in the United States, is a social achievement of the 20th century.

Now that education is readily available to every American, now that there are 20,000 possible careers and innumerable lifestyles from which to choose, students of all ages have a unique opportunity to shape their own destiny. This means, however, that our schools and colleges have an unprecedented obligation to combine academic and occupational programs in ways that make every student's choice of career and lifestyle not only possible, but attainable. There is every reason to believe the educational system will accept and rise to the challenge.

As the following quotations show, what we now call *Career Education* is an idea that transcends time and today unites advocates of many creeds and cultures.

The direction in which education starts a man will determine his future life.

Plato
427–347 B.C.

First say to yourself what you would be; and then do what you have to do.

Epictetus
Circa 60 A.D.

It is hard for an empty sack to stand upright.

Benjamin Franklin
1706–1790

The true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop, to their fullest extent, the capacities of every kind with which the God who made us has endowed us.

Anna Jameson
Irish author, 1794–1860

This is essentially a people's contest. It is a struggle for maintaining in the world that form and substance of government whose leading object is to elevate the condition of men—to lift artificial weight from all shoulders, to clear the paths of laudable pursuit for all, to afford all an unfettered start and a fair chance in the race for life.

Abraham Lincoln
1809–1865

Education should provide so wide an understanding of the relation of one's work to society that no vocation could become a rut and no worker could be shut off from a full and rich life in his work.

Samuel Gompers
Labor leader 1850–1924

I long to accomplish a great and noble task, but it is my chief duty to accomplish tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the tiny pushes of each honest worker.

Helen Keller
1880–1968

The procedure for career choosing should be: first, a clear understanding of yourself, aptitude, abilities, interests, resources, limitations, and other qualities; second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; third, true reasoning on the relations of these two groups of facts.

Frank Parsons
Father of the guidance movement in American education
1854–1908

The primary concern of American education today is not the development of the appreciation of the "good life" in young men born to the purple. . . . Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free.

James B. Conant

Two of the most persistent life situations deal with using leisure wisely and earning a living. . . . Dealing with these problems provides opportunities for individuals to develop both personal interests and vocational competencies in keeping with their special talents.

Florence B. Stratemeyer
American author and educator

A special word to our young people. . . . Many of you are in college and many more in high school. I cannot overemphasize the importance of these years of study. You must realize that doors of opportunity are opening now that were not open to your mothers and fathers. The great challenge you face is to be ready to enter these doors. You must early discover what you are made for, and you must work indefatigably to achieve excellence in your various fields of endeavor.

Martin Luther King, Jr.
1929–1968

Our goal must be to . . . create an Open Society—a society in which each human being can flourish and develop to the maximum of his God-given potential; a society in which ethnic and cultural differences are not stifled for monotonous conformity; a pluralistic society, alive, creative, open to the marvel of self-discovery.

Whitney M. Young, Jr.
1921–1971

It has been well established that a person's choices tend to be based first on fantasy, later on interest, somewhat later on capacity, and still later on values. For the Spanish-speaking student an especially vital other first step includes a broad based grounding about his people that will inspire the pride necessary to succeed, a knowledge of opportunities of which he is normally unaware, and a familiarity with the names of noteworthy Spanish-speaking persons in significant positions.

Henry H. Ramirez,
Chairman, Cabinet Committee for the Spanish-Speaking Americans

A struggle is going on in this country. It has been going on now ever since the first hint of automation made us begin to suspect that our future problem was not going to be how to create enough jobs, nor how to

increase productivity. . . . Our problem is going to be how to devise a system in which every individual's participation in society is such that he has dignity and purpose, and the society has a rationale for distributing the results of its high productivity.

Margaret Mead

The transition from school to work is perhaps the most difficult adjustment a person is ever called upon to make. It is one of the most crucial, for how that adjustment is made can mean the difference between a lifetime of achievement and one of frustration.

Lillian Buckingham
Placement Service
Baltimore Public Schools

Let "Old Ivy" continue to operate for those students who want a degree for the old-fashioned reasons—culture, prestige, and even in rare cases the simple love of learning. But for most students, let us abolish the tyranny of the four-year degree in the arts or sciences, and the prejudice that it is the sine qua non of an educated person. A degree should not be sought, as it is by most students now, as a union card to admit them to an upper middle class occupation.

Shirley Chisholm

As we pursue Career Education in the 1970's it is not only important to learn basic skills but to know ourselves and be able to interact with others with dignity and respect. Native people will respond with enthusiasm and intelligence if Career Education provides experiences and knowledge of the real world. The economic, social, and educational need of Indian communities is so extraordinary it is a challenge to the schools to prepare Indian youth so they may be able to serve their communities with dignity and pride.

Wilfred Antell
Director, National
Indian Education Association

The new way of life proposes a concept of work in which quality, dedication, and excellence are preserved, but work . . . is the free choice of each person, is integrated with a full and satisfying life, and expresses and affirms each individual being.

Charles A. Reich
The Greening of America

In the very near future, farm work will be a thing of the past for all except a very small number of people. We will have to join either the number of welfare recipients or prepare for a career. . . . Our only real hope is to prepare through Career Education for jobs befitting man's dignity and willingness to work.

P. F. Flores, Auxiliary Bishop
Archdiocese of San Antonio,
Texas

Throughout our educational system, there should be maintained an active relationship between the academic world and the world in which people earn a living. This relationship is what we are striving for in Career Education.

S. I. Hayakawa, President
California State University,
San Francisco

As one is increasingly aware of what there is to learn, he begins to realize how much cannot be known in a lifetime. . . . Education transcends the formal classroom. In order for the real light of learning to be lit, the world—yes, even the universe—must become the tools to open the minds of men.

James M. Rogers, Jr.
National Teacher of the
Year, 1972

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